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A Celebration of Life! The Legacy of Dr. H. Dean Evans to the IPLA

by Jim Ellsberry with Bill McColly



If you are currently serving as a principal or an assistant principal in Indiana, especially if you've ever been privileged to be part of an IPLA event, there are some things my colleague, Bill McColly, and I would like to share with you.

First of all, if you missed it, you need to be aware that on Saturday, October 2, with the passing of Dr. H. Dean Evans, Indiana lost one of the most influential and visionary educators this state has ever known. He was successful in every phase of the educational enterprise. His style of servant leadership enabled him to move through the ranks as a teacher, counselor, coach, principal, superintendent, and ultimately led him, in the 1980's, to serve under Governor Robert Orr as Superintendent of Public Instruction.

Orr and Evans collaborated to create the A+ Program that initiated numerous educational reforms in Indiana. One of the many initiatives that plan engendered, was the creation of the Indiana Principal Leadership Academy (IPLA). We think it is safe to say without any doubt, that in the absence of Dean Evan's capacity to bring people together, to support programs and ideas to improve the quality of education in the Hoosier state, there would be no IPLA. If you're too young to remember these facts, you need to appreciate and value the fact that there have been those who preceded you in administration who helped pave the way for inexpensive, easily accessible, and on-going opportunities for your development as a respected, competent, qualified leader in your school community.

Secondly, we'd like to share with you how Dean exemplified the qualities of the servant leader. Surely Robert Greenleaf must have had H. Dean Evans in mind as his role model when he authored his classic book on leadership. The list would be long, so, we've tried to make it brain compatible and settled on following seven attributes of H. Dean's leadership style.

1. HUMBLE

Dean must have had an ego; we generally accept the hypothesis that all human's possess an ego, but if he did, he kept it well under control. For all the many notable achievements throughout the course of his life, whether in athletics (Franklin College Athletic Hall of Fame), business (CEO, The Gibraltar Group), leadership (Sagamore of the Wabash), diplomacy (Stacy Toran Foundation for Volunteerism and Service), or as an educator (IAPSS Outstanding Educator Award), Dean never behaved in any way to bring attention to himself.

2. GENEROUS

Dean's manner was very open, giving. He had a quick smile and a generous nature. He was always willing to dedicate his time, energy, and financial resources to further the many causes and institutions that he and his wife, Vera, supported.

3. LOYAL

Family and friends were at the heart of his passion for life. In 1954, following his honorable discharge from the Army,

(continued on page 7)



Research on Indiana School Libraries

by Leslie Preddy, Library Media Specialist, Perry Meridian Middle School, Indianapolis, Indiana



Leslie Preddy

Indiana has joined the fourteen other states that have collected data in recent years on school library media centers. Three major statewide surveys were conducted in 2003 and 2004 through Indiana University. As in the other studies, the Indiana surveys provide us with useful information regarding our school library media programs. The survey results show:

- A difference between Indiana elementary schools in which a full time, certified school library media

specialist collaborating with fellow teachers *and* elementary schools that do not involve a full time professional as an active educator and resource. According to Daniel Callison, Professor of Library and Information Science at IUPUI, "a school library media specialist who is certified, serves one building full time and is experienced in promotion of good literature, use of technology and collaborative teaching is a strong predictor of a learning environment in which third graders and sixth graders show high ISTEP scores in all areas of language arts testing." According to Callison, in elementary schools where the fulltime library media specialist is part of a reading and writing program that has been supported by adequate funding for an up-to-date collection of library books and other resources, 15 to 20 percent more students are likely to pass the ISTEP exams in language arts than in schools that have fallen behind in library book acquisition and have decided not to employ a full time library media specialist at the exemplary performance levels promoted by the American Association for School Librarians.

- Despite the fact that the cost of books increased over 100 percent from 1992 to 2003 and 25 percent of schools have reading and/or writing as one of the goals in their PL221 plans, the local expenditure per student in Indiana remains unchanged. Indiana is below the national average for library spending: elementary schools are 36-56% below, middle/junior high schools are 32% below, and most high schools in the nation invest more than double the amount the average high school in Indiana does for development of the school library media program.

From 1997-2002 the Indiana General Assembly funded the library printed materials grant. Since that grant stopped, investment in library books across Indiana dropped as well. Dr. Jack Humphrey, Director of the Middle Grades Reading Network, concluded in the 2002 study of the impact of the library printed materials grant, "The library materials program appears to be associated with a number of positive student outcomes, including increased use of library materials, increased student ownership of school libraries, higher levels of independent reading, and higher reading achievement."

To help recognize Indiana school library media programs and library media specialists who are performing at an exemplary level, the Association



for Indiana Media Educators (AIME) will launch the Blue Ribbon in Exemplary School Library Media in 2005. The award will be given to Indiana public schools that meet high criteria in program funding, educational and professional services, and professional education leadership by school librarians. According to Robyn Young, program committee chair, "The years of research show that having an exemplary school media program makes a difference in the academic achievement of students. The Blue Ribbon in Exemplary School Media was developed by AIME to recognize model programs and highlight the success of those school media programs that are making a difference with students."

Overall, according to the data, a full time library media specialist devoted to one school can help Indiana's students increase reading ability by collaborating with fellow educators, aide in the selection of quality reading material, assist students as they navigate through 21st century information needs, and help to increase overall academic achievement by promoting reading and writing.

Survey details can be found at:

- AIME, an Association of the Indiana Library Federation
<http://www.ilfonline.org/Units/Associations/aime/Data/index.htm>
- Middle Grades Reading Network
<http://www2.evansville.edu/mgrnweb/index.asp>
- Library Research Service: Research and Statistics about Libraries
<http://www.lrs.org/impact.asp>



The Dynamic Middle School Media Center

Beth Denham – Principal, Connersville Middle School

John McDonald – Library Media Specialist, Connersville Middle School

Middle School students are bombarded with information at an incredible rate. Simply knowing “things” has become less important than knowing where to find information and discovering how to use it. With this realization in mind, middle schools around the state are reinventing their libraries to create dynamic library media centers.

One of the first tasks in creating a dynamic program is to introduce the concept of the media center not as a place to go, but as a program that affects the entire school. As is the case with many middle schools, our media specialist is often outside of the “media center” working with teachers on lesson planning, team teaching in classrooms and meeting with departments and teams to ascertain the needs of students and staff.

The location of specific resources needs to be evaluated and then placed where they are most effective. Appropriate reading material needs to be available to students in a variety of locations—in and out of the media center. This means taking an active hand in developing classroom collections and making the media center collection more mobile.

Across the state the role of the middle school media center is changing. While the collection is still critical, the “library” aspect of the job has become a single part of a more comprehensive role. With greater frequency than ever, the modern media specialist finds him/herself reaching beyond the confines of the collection to find appropriate resources to serve instructional needs. As technology continues to develop, it is critical that the school library staff strives to find effective ways of delivering these resources in an effective manner.

Student achievement in all its forms is a primary focus for middle schools. Our media specialist plays an important role in achieving this goal. In an age where the sheer volume of information threatens to drown us, the media specialist serves as a guide, helping bring relevant resources to bear while weeding out extraneous information. Both students and faculty need assistance in developing their own personal information skills. Although this role is often viewed as supportive, it must also be proactive. Collaboration is the key. It is critical that the media specialist actively seek collaborative opportunities in order to effect the most positive changes.

Collaboration occurs at several levels. As mentioned above, working one-on-one with individual teachers or even small groups is crucial. However, the work should not stop there. Middle school media specialists throughout the state are taking more active school leadership roles. As in our school, they are serving on building level committees, helping to develop curriculum and assisting with professional development. In many ways the media specialist provides a unique, whole-school perspective that is invaluable in achieving the school’s mission.

An effective media specialist embraces learning in all its forms, both student and faculty. Collaboration is a sign of this adoption and the result is that the media specialist becomes a valued partner in the educational process.

Having a full-time professional media specialist in your building is essential to creating an effective program and improving student achievement. However, this alone is not enough. Ensuring adequate funding and supporting the professional development of library staff is essential. Equally important is involving the media specialist in the decision making process by including them on curriculum, school planning and professional development committees. One of the most powerful ways administration can affect the media center program is to encourage teachers to collaborate with the media center whenever possible.

Supporting the development of effective users of information is critical for student achievement and lifelong learning. Around the state, middle school media specialists are working hand-in-hand with administrators and faculty to create dynamic media center programs that will benefit all of our students.



Beth Denham

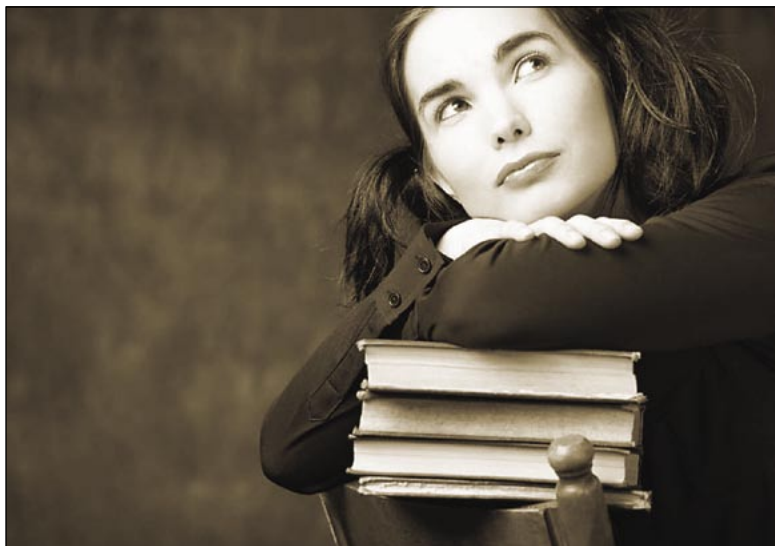


John McDonald



Teamwork Makes The Dream Work: Leave No Child Behind

by Ginny Reeves, Media Specialist and Derek Marshall, Principal, Switzerland County High School, Vevay, Indiana



The slogan for Group 41 of the Indiana Principal Leadership Academy, “Teamwork Makes the Dream Work” could easily be the slogan for our school. The principal, Derek Marshall, the teachers, and I, are an instructional team to encourage student achievement.

The Switzerland County High School media center supports IPLA standards in the following ways:

LEADERSHIP

The principal understands and supports the library media specialist’s instructional role with students, teaching information literacy skills, research methods, sustained silent reading activities, and technological demonstrations. The information literacy process is one in which students develop strategies for locating sources of information to support their research. Beyond finding the resources, students must be able to analyze and evaluate the materials gathered. The collecting, analyzing, and evaluating process prepares students to become lifelong learners, the mission of the school library media program, as recommended in *Information Power: Guidelines for School Library Media Programs* by the American Association of School Librarians and the Association for Educational Communications and Technology. A grant from the Switzerland County Endowment Corporation provided new computers for electronic projects for the media center.

CULTURE

The administrators are library advocates, and believes that the media specialist is instrumental in enhancing student learning. They provide funds

and makes time for the media specialist to attend, participate, and be a school leader in professional development opportunities, not only for media specialists, but other professionals.

The administrator looks at data from student writing and has become an advocate of information literacy as a main strategy for our school improvement plan to affect reading comprehension, writing, and problem solving goals. We share data collection on how to best help struggling students.

The principal encourages collaboration between the media specialist and the rest of the faculty. He has expectations that teachers will incorporate learning logs with sustained silent reading, a strategy supported by the media center, to make an impact on learning. The administration supports the development of study groups with all faculty to study instructional strategies, such as Marzano’s Classroom Instructional Strategies That Work. One of the strategies that we have adopted school wide is the Cornell Note Taking System. These strategies integrate well with the correlation of information literacy skills and the Indiana Standards.



Derek Marshall and Ginny Reeves

TEACHING AND LEARNING

The media specialist assists with the development of the professional development program that includes effective, research-based strategies and measurement activities to ensure the transfer of new knowledge and skills to classroom instruction. An emerging trend that the media specialist has shared with the administration is research about the teaching of algebraic thinking. A presentation packet contained information about the definition of algebraic thinking, research-based strategies for teaching, the Surveys of Enacted Curriculum for Mathematics for a needs assessment, a sample professional development activity from Harvard University, and excellent web sites for teaching algebraic thinking. Algebraic thinking is the “new” math on the ISTEP and GQE. Currently, the media specialist is researching excellent nonfiction books that are good examples of algebraic thinking for student use.

COMMUNICATION

There is a strong team approach to the teaching of information literacy and effective communication skills. For the completed projects, our administrators have helped organize 6+1 Writing Traits training so all teachers can use the rubric to grade information literacy projects. The information-seeking process and the writing process complement one another

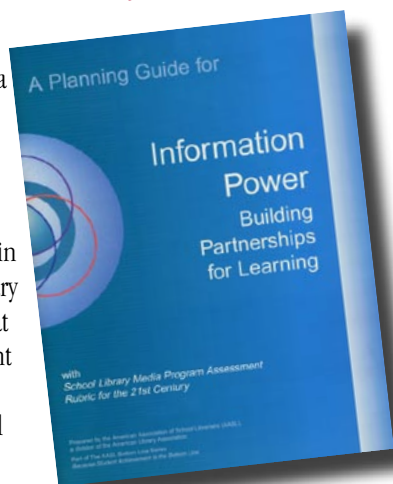


BOOKS FOR LEADERS

A Planning Guide for Information Power: Building Partnerships for Learning

prepared by the American Association of School Librarians

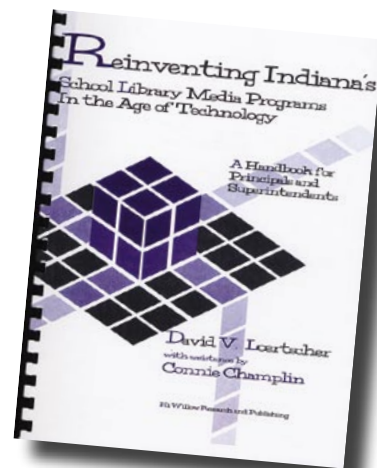
Evaluating what should be happening in the library media center is often a difficult task for administrators. Few have been school library media specialist and the changing role has created a major shift in theory and thought in the last ten years. The school library media centers of today are not what they were when administrators went to school. This guide produced by the American Association of School Librarians, leads administrators and school library media specialists through the process of creating or changing a program so that it meets the National Information Literacy Standards. The accompanying rubric in the book provides a format for assessing not only the library media specialists, but also the entire library media program. Divided into the major functions of Teaching and Learning, Information Access and Delivery, and Program Administration, the three main roles of a library media program are broken down into a total of 24 indicators.



Reinventing Indiana's School Library Media Programs in the Age of Technology: A Handbook for Principals and Superintendents

by David V. Loertscher with assistance by Connie Champlin

According to the introduction, "This volume has been designed as a quick short course for administrators who want to maximize the impact of information technologies and the library media program on teaching and learning." Divided into five major areas: collaboration with teachers in the design of learning, building avid and capable readers, enhancing learning through technology, creating an information literate learner, and building an information infrastructure, the content has been modified to be specific to Indiana. A parallel piece titled *Indiana Learns* also by Loertscher was developed for the practicing library media specialists. The two volumes together would provide avenues for communication between administrators and library media specialists. A website, <http://www.indianalearns.org>, also provides an electronic resource and additional information specific to Indiana that isn't in either of the books.—Midwest Book Review



and can be used as the web that integrates the entire curriculum.

To support the teaching of writing, the media specialist ordered books recommended in the bibliography of *What A Writer Needs*, by Ralph Fletcher. One of the most important writing traits is voice. *That Was Then, This Is Now*, a popular teen novel by S.E. Hinton, provides an excellent example.

Exemplary student work is displayed in the library media center and throughout the school. It takes teamwork to accomplish the dream that all children can learn and be successful in life so that No Child Is Left Behind.

Please visit the following websites for more information.

6+1 Writing Traits – www.nwrel.org

Cornell Note Taking System – people.ucsc.edu/~mwax/resume/write/rubric/cornellnotesys/

Math Lesson Ideas and Resources – www.doe.state.in.us/asap/standards/mathematics/math1.htm

*Teachers open the door.
You enter by yourself.*

Chinese Proverb



The Impact of Elementary Library Media Centers

by Vince Barnes, Principal, and Carl Harvey, Library Media Specialist, North Elementary School



Carl Harvey and Vince Barnes

Many of us remember the elementary school libraries of our childhood. Many of these libraries were a place where you ventured to get books maybe once a week or so. You had little interaction with the librarian other than for him/her to stamp the due date on your card. However, library media centers and library media specialists have changed dramatically in the last several years. Take this example of some of the daily events at North Elementary School.

7:30am Weekly planning session meeting with fourth grade teachers. As they plan the next week's lesson plans the library media specialist is actively involved in looking for ways he can co-teach lessons, integrate technology, and suggest additional resources available.

8:30am Students arrive, and the WNOR news crew begins to rehearse the morning announcements. These fourth graders work on the standards of oral speaking while sharing the daily happens at North Elementary.

9:00am Kindergarteners arrive for a story time. Asking questions, making predictions, and pointing out new words and phrases make this an ideal opportunity for students to be learning and entertained at the same time.

9:30am First graders in the computer lab. Students are working in groups using a beginning encyclopedia to look for facts about their animal. They are recording the facts in Kidspiration. Students save their work on the server for accessing later.

10:30am Teacher stops by during their prep for some one-on-one assistance in creating a graphic organizer and turning it into a poster for large group instruction.

11:00am Lunch! Another opportunity for collaborating with teachers to find ways the library media program can be a vital part of the learning going on in their classroom.

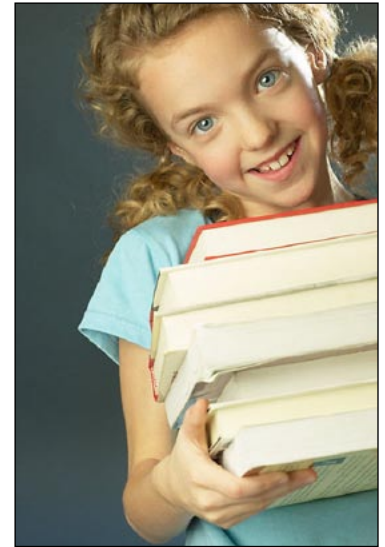
11:30am The library media specialist works to add new websites to the library media center webpage for a second grade desert animal project.

11:45am Recommend new chapter books to a third grader who is looking for something "exciting" to read.

12:30am Conversation with the principal to share the happenings in the library media center and to talk about professional development needs in the building. Decide the library media specialist will offer morning training sessions on new pieces of technology available.

1:30pm The library media specialist and teachers co-teach a lesson on the Big6 research model. They guide students in selecting resources, recording information, citing sources, and begin to help them think about synthesizing it into their final product. Classes come down one at a time and then students work in stations to give them access to a variety of resources — books, encyclopedias, and Internet. This is the third day in a row students have been down to work on their projects.

3:30pm NCA/PL 221 meeting to review goals and analyze data. The library media specialist is an active member of the school improvement team and articulates strategies for how library media and technology can help the building reach their goal.



While all this is going on, the library is open for students to come and check out books at any time during the day. They can come as an entire class, small groups, or individuals. The 360 students at North Elementary check out an average of 1300 books a week. When the library media specialist is not working with a student, teachers pop in for assistance finding resources, asking technology questions, or to think about future activities and lessons.

The library media specialist is another teacher in the building that actively impacts student achievement. And the library becomes another learning environment that is stimulating problem solving skills and investigation skills rather than just a warehouse of books.

What elements make this all possible? A full-time certified library media specialist who operates on a flexible schedule is crucial. The library media specialist has the ability to meet and plan with teachers; classes are scheduled into the library media center during the point of need; and the library media specialist and classroom teaches instruct students together. The library

media specialist is proactive and goes to the teachers and suggests ways they can work together rather than waiting for the teachers to come to the library media specialist. Clerical support allows the library media center to be open for circulation all day for anyone to come at any point. By putting all this together, the library media program is a critical part of the learning program at North Elementary School!



(Dr. Dean Evans: continued from page 1)

like in the storybook, he returned to Indianapolis and married his high school sweetheart, Vera Pacala. They raised three successful sons, each of whom in his own way reflects the values and nurturing of two loving parents. Dean also loved to relax with his friends playing cards, fishing, or working outdoors. He never forgot his roots and frequently would cite the lessons he learned from his parents, and his coaches and teachers who believed in him, inspired him to elevate his sights and become more than he ever thought he could be.

4. TRUSTING

Dean was one who simply loved people. He never focused on their shortcomings; he saw in them their potential. He built capacity in others; he empowered them through delegation and confidence, never one to micro-manage. My personal testimony to this quality is that in 1986, following the death of his friend and comrade, Dr. Gerald DeWitt, who was the first director of IPLA, he called on me to fill the size 13 shoes of Dr. DeWitt (I wear a 10 ½). That was a gift that changed the course of my professional life. Like others whose lives Dean touched, it's a debt I could never repay; but then, Dean would never consider such a show of trust as a debt.

5. COMMITTED

Boundless energy, determination, and a clear sense of purpose, these are attributes that kept Dean focused on his desire to improve the quality of life for people, regardless of age, gender, or race, through quality education and equal opportunities. Dedicated to his Creator, committed to his family, friends, and life's work, these are the things in which he invested himself and all his gifts.

6. INTELLIGENT

Surrounding himself with talented people whose blessings and gifts were different from his own was another leadership strategy that served him well. A bright, creative man, he understood that regardless of how much he knew, he didn't know it all. He recognized his experience, as varied and challenging as it was, was *not the* experience. Thus, his approach to living also served as an example of the life-long learner, inquisitive, and ever open to new possibilities. (It is believed a good sense of humor is a sign of intelligence; Dean laughed easily and loved a good joke, but when telling a joke, he always blew the punch line!)

7. INSPIRATIONAL

Dean Evans exemplified what it means to be a Christian. He held to strong beliefs that gave him an aura and vitality that reflected a compelling spirit that caused people to want to be associated with him, to join in his company. Dean was a religious man who lived by modeling what he believed, not talking about it. That's a definition of leadership.

In closing, these are the lessons in leadership that McColly and I have taken from our association with H. Dean Evans. He didn't write a book about leadership, he just did it! We feel so very fortunate to have traveled the path with him, at times, sharing in the fulfillment of some of his visions for what could be.

It has been a true privilege to be inspired and encouraged, not by one who leads by the power of a position, but rather by the personal power of a man we never saw lose his self-control, never heard him utter a bad word about another person, and was tough without acting tough! We hope our testimonial will somehow serve to further inspire and motivate all associated with IPLA. That would be an appropriate way to honor the legacy of one who laid the foundation for the Indiana Principal Leadership Academy.

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**Indiana Department
of Education Resources
NEED HELP? JUST ASK!**

THE OFFICE OF LEARNING RESOURCES (OLR)

The OLR, a division of the Indiana Department of Education, offers Library, Media, and Reading resources.

Feel free to explore their website at:
<http://www.doe.state.in.us/olr/welcome.html>

Contact:

Mailing Address:
Room 229, State House
Indianapolis, IN 46204

Office Location:

151 W. Ohio Street
Indianapolis, IN 46204
Phone: 800-527-4930
Fax: 317-232-9121



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C A L E N D A R

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| | |
| February 16-17, 2005 | Groups 40 and 41 Sessions Sheraton Indianapolis Hotel and Suites |
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| March 25, 2005 | Indiana Department of Education Closed |
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| April 18-19, 2005 | Groups 40 and 41 Sessions Sheraton Indianapolis Hotel and Suites |
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| April 20, 2005 | Group 40 Graduation Sheraton Indianapolis Hotel and Suites |
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